



English Language Arts 8

Module 7: Viewpoints

Home Instructor's Guide and Assignment Booklet 7A



Learning
Technologies
Branch

Alberta
EDUCATION

English Language Arts 8
Module 7: Viewpoints
Home Instructor's Guide and Assignment Booklet 7A
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 7: Viewpoints

In Module 7 students read and respond to a variety of texts to explore issues from a variety of perspectives. In the last section of the module they are given some strategies for reviewing and test taking to help them prepare for their final test.

This module has three sections:

- Section 1: Different Perspectives
- Section 2: Issues
- Section 3: Reviewing and Testing

Section 1: Different Perspectives

In Lesson 1 students read the short story “Mrs. Buell” to explore how first impressions may be changed by looking at a situation from a different perspective. They examine how simple vocabulary can be used to create effective descriptions. As well, they review the use of adjectives in making descriptions more exact. In Lesson 2 students continue to explore different perspectives by reading the play “The Runaway.” They investigate the staging of a play and characteristics of this genre. In Lesson 3 students read “New Canadian Voices” and analyze the images that accompany the selections to share the experiences and views of some new Canadians. They are given some tips for communicating effectively. As well, they create a collage to express their views.

- As an introduction to “Viewpoints,” read the poem “How Would I Change You?” from page 300 of *Crossroads 8* with your student. Encourage your student to share ideas about the poem. Ask him or her to consider why this poem was selected to begin “Viewpoints.”
- Your student may find it helpful to discuss with a partner the issues raised in the first two journal entries of Section 1 before responding to these entries.
- Although students are not required to respond to every journal entry or portfolio item, encourage your student to respond to some of the suggestions as he or she works through the section. That way, when your student reaches the Final Module Assignment, he or she will have a selection to choose from to submit for assessment.
- If possible, have your student attend a live theatre production. Discuss the similarities and differences between live theatre and movies.
- Remind your student to use complete sentences in responding to the assignment questions unless otherwise directed.
- Making a collage is probably not a new concept for your student. He or she will, however, be more successful if the suggestions given in the Student Module Booklet are followed.

Section 2: Issues

In Section 2 students read two different texts that deal with different types of discrimination. The first text is a memoir that recounts experiences with racial discrimination. The second is an editorial that tells of the writer’s encounter with gender bias. In responding to these texts, students discover two other ways of exploring issues and expressing viewpoints—debating and writing letters to the editor. It is hoped that their experiences in this section will help them in developing an understanding of issues and in expressing their ideas on issues that concern them.

- Discuss with your student the meaning of the term *discrimination* and various kinds of discrimination that occur—racial, age, religious, gender, and so on.
- Remind your student that using inclusive language helps dispel stereotyping, which can be a form of discrimination. You may wish to review using inclusive language and gender-neutral words with your student (Module 6: Section 2, Lesson 2).
- If possible, have your student attend a formal debate so he or she can see the process in action.
- Help your student find examples of letters to the editor that have been written in response to current issues and to issues that concern young people. These can be used as models for your student's letter to the editor. Encourage your student to submit his or her own letters to the editor to the local press.
- For the Lesson 2 assignment, ensure that your student follows a formal letter format when writing the letter to the editor.
- Remind your student to attach a copy of the article to which he or she is responding.

ASSIGNMENT BOOKLET 7A

English Language Arts 8
Module 7: Section 1 Assignment and Section 2 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

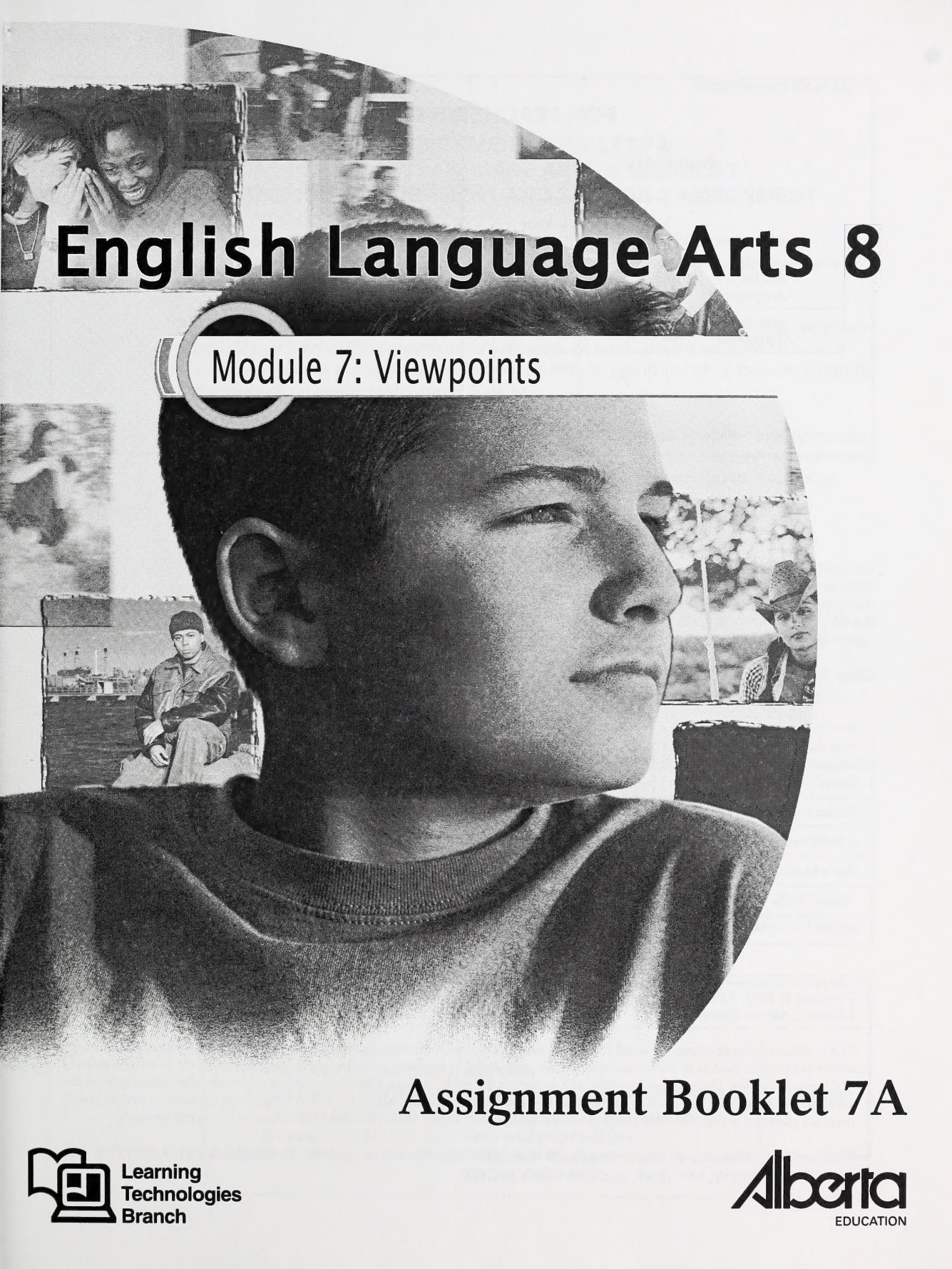
1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



English Language Arts 8

Module 7: Viewpoints

Assignment Booklet 7A

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	32	
Section 2 Assignment	28	
	60	

Teacher's Comments

English Language Arts 8
Module 7: Viewpoints
Assignment Booklet 7A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch

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inset, top, left Digital Vision/Getty Images

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ASSIGNMENT BOOKLET 7A
ENGLISH LANGUAGE ARTS 8: MODULE 7
SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

This Assignment Booklet is worth 60 marks out of the total 120 marks for the assignments in Module 7. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing program for many of these assignments. If you use a computer, be sure you attach a printed copy that has been proofread and is readable. Include your name, course name, and assignment number on each page.

32

5

Section 1 Assignment: Different Perspectives

1. For this assignment, you are asked to compare characters from two different stories. In each story, something happens to change the character's perspective. The characters you are asked to compare are Kate from "Mrs. Buell" and Cindy from "The Transformations of Cindy R."

First, reread "The Transformations of Cindy R." on page 10 of *Crossroads 8*. (You read and responded to this story in Module 2.)

How are Kate and Cindy alike? How are they different? Before you respond, consider the following questions:

- What profound change happened to each girl?
- How did each girl cope with this change?
- What did each girl learn about herself and others?

Record your comparisons in the T-chart that comes after the assessment criteria. Use complete sentences.

Assessment Criteria for Question 1

Ideas and Impressions

- The ideas are thoughtful and clear.
- Similarities and differences have been carefully considered.
- The text has been edited to eliminate errors in spelling, grammar, sentence structure, and punctuation.

5 marks

Similarities	Differences

5

2. In Lesson 1 you discovered how adjectives can make your writing more precise and more interesting. Put your discovery to use by writing a paragraph describing a family member, a close friend, or a pet. Underline all the **descriptive** and **predicate** adjectives that you use in your paragraph. Your polished paragraph should be at least five sentences.

Assessment Criteria for Question 2	
Ideas and Impressions - The ideas are thoughtful and clear. - Supporting details are appropriate and relevant. - Adjectives have been used effectively and have been correctly identified.	3 marks
Writing Skills - Word choices and sentence structure are effective. - The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you have completed question 2, continue where you left off on page 13 in the Student Module Booklet.

3. In Lesson 2 you read the play “The Runaway” in which a young girl (Jenny) has run away from home to escape what she considers to be impossible rules. By the end of the play, Jenny has changed her mind about running away. Respond to the following questions with complete sentences.

2

- a. Why does Jenny change her viewpoint?

2

- b. How are Kate in “Mrs. Buell” and Jenny alike? Explain.

4. Imagine you are the director of a performance of “The Runaway” and you are interpreting the script. How should each of the characters be dressed? Express your ideas using complete sentences.

4

- a. Madge: _____

4

b. Jenny: _____

When you have completed question 4, continue where you left off on page 22 in the Student Module Booklet.

10

5. In Lesson 3 you were asked to review the selections that you read in Section 1 and to choose a person, an idea, or a topic that you wish to represent in a collage. For this assignment, you are to create a collage that represents the subject that you selected. Use your responses to question 4 of Lesson 3, the helpful comments for that question, and the tips for creating an effective collage to guide you in making your collage.

Label your collage with the following information:

- your name and student number, if applicable
- module number and title
- Assignment Booklet 7A: Section 1, question 5

Identify the subject of your collage by completing the following statement.

I have chosen to represent _____ with my collage.

Assessment Criteria for Question 5	
Presentation • This collage has a strong visual impact. • The message is clear and effective. • The details are appropriate and appealing. • The textures and colours are appropriate for the subject. • The arrangement of materials has been carefully considered.	10 marks

When you have completed question 5, continue where you left off on page 29 in the Student Module Booklet.

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Section 2 Assignment: Issues

1. In Lesson 1 you discovered that one way of expressing viewpoints and exploring issues is through debating. Imagine you are debating the following resolution:

Resolved that all schools should require students to wear school uniforms.

First, choose which side of the debate you will be on—affirmative or negative. Select the side that you strongly believe in. If you choose the affirmative side, prepare a persuasive argument in favour of the resolution. If you choose the negative side, argue against the resolution. Remember, whichever side you choose, provide sound reasons and relevant details to support your argument.

Next, do some planning and research. Ask your librarian for help or go to the Internet, and using your favourite search engine, enter the key words *debate*, *school uniform*. Use running notes, charts, or webbing to gather and organize your information.

Using your research and plans, write a draft of your argument. Polish your draft, and then copy it in the space provided on the next page.

Use the checklist that follows to ensure your argument is effective.

I have clearly stated my position.	
I have provided at least three reasons to support my argument.	
I have used transitional devices to help my ideas flow smoothly.	
My conclusion restates my position.	
I have edited my writing to eliminate errors in spelling, grammar, capitalization, and punctuation.	

Assessment Criteria for Question 1

Thought and Support - The position taken is clearly stated. - The ideas are thoughtful and persuasive. - Supporting details are appropriate and relevant. - The ideas flow smoothly and coherently.	7 marks
Writing Skills - Word choices and sentence structure are effective. - The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	3 marks



When you have completed question 1, continue where you left off on page 39 in the Student Module Booklet.

2. In Lesson 2 you read the editorial “What’s Wrong with Playing ‘Like a Girl’?” Use the article to respond to the following questions. Answer in complete sentences.

2

- a. What was the key conflict in the article?

2

- b. What was the outcome of the conflict?

2

- c. What was author Dorothea Stillman’s purpose in writing the editorial?

2

- d. How does the title connect to the editorial?

- 10 3. Find a newspaper or magazine article, editorial, or letter to the editor to which you would like to respond. Respond by writing a letter to the editor. Polish your letter and copy it in the space provided. Include the original or a photocopy of the piece to which you responded with your Assignment Booklet. Be sure to label it with the following information:

- your name and student number, if applicable
- module number and title
- Assignment Booklet 7A: Section 2, question 3

Use the following checklist to ensure your letter is effective.

I have used formal letter format.	
I have referenced the article, editorial, or letter to the editor that I am writing about.	
I have clearly and concisely stated my opinion.	
I have provided support for my opinion.	
The tone of my letter is courteous.	
I have used correct spelling, punctuation, and grammar.	

Assessment Criteria for Question 3	
Thought and Support • The concern or opinion is clearly indicated. • Supporting details are appropriate and relevant. • Audience and tone have been considered.	6 marks
Form and Writing Skills • Correct letter format has been followed. • The language and word choices are correct and effective. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	4 marks

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

When you have completed question 3, continue where you left off on page 45 in the Student Module Booklet.

Submit Assignment Booklet 7A, along with your collage and a copy of the article, editorial, or letter to the editor to which you responded, for assessment.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
